DOCUMENT RESUME

ED 255 110 HE 018 142

TITLE	Third Annual Equal Postsecondary Educational Opportunity Status Report for the Period July 1, 1982-September 1983.
INSTITUTION	Maryland State Board for Higher Education, Annapolis.
PUB DATE	Nov 84
NOTE	110p.
AVAILABLE FROM	Maryland Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Black Students; Change Strategies; *College Desegregation; Degrees (Academic); Educational Objectives; Employment Patterns; *Enrollment Trends; *Equal Education; Governing Boards; Master Plans; *Postsecondary Education; Racial Distribution; *State Colleges; *Statewide Planning; White Students
IDENTIFIERS	*Maryland; Public Colleges

ABSTRACT

The 1982-1983 report of the postsecondary desegregation progress in Maryland is presented. The goals of the 1980 plan and the status of attainment of the goals are discussed. Data are presented on enrollments, degrees granted, employment, and governing boards. For each state institution, a chart provides information on goals and recommendations, current activities, and proposed activities. Highlights on the progress include: the college entering rate for black high school graduates continued to be slightly higher than that of white high school graduates; after a 4-year decline in the percentage of black undergraduate students, there was a slight increase to 20.7 percent in 1983; the proportion of black graduate students in all institutions continued to decline in 1983; the proportion of blacks among first-professional fields of law, medicine, and dentistry was up from 1982; for the first time the University of Maryland at College Park attained the 1985 goal of 10 percent for black first-time freshmen, and among the historically-black institutions, Coppin DSttate College has met the 1985 freshmen goal. The state has achieved 14 of the 33 goals of the 1980 plan ahead of the target date, and most of the remaining goals have been partially met. The first part of the annual institutional report is appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255110

THIRD ANNUAL EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY STATUS REPORT

for the period
July 1, 1982 - September 1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maryland State Board of Higher Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE018142

State of Maryland
State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401
November 1984

THIRD ANNUAL EQUAL POSTSECONDARY

EDUCATIONAL OPPORTUNITY STATUS REPORT

For the Period
July 1, 1982 - September, 1983

State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401

November, 1984

State of Maryland

STATE BOARD FOR HIGHER EDUCATION

Thomas H. Maddux, Chairman

J. Harrison Ager, Vice Chairman

Gertrude H. Crist, Secretary

Dr. Thelma B. Cox

Bernard T. Devaney

Dr. Anne Osborn Emery

Lucy Keker

Richard R. Kline

Kim McFann

Hon. Mary L. Nock

Philip Pear

Harry B. Smith

Dr. Sheldon H. Knorr
Commissioner of Higher Education

The Maryland State Board for Higher Education is an
Equal Opportunity/Affirmative Action Employer

TABLE OF CONTENTS

	Page
Foreword	7
Executive Summary	9
Part I - Statistical Summary	11
Part II - Progress In Attainment of Goals	27
Part III - Institutional Analyses	46
Appendix	84

FOREWORD

This is the third annual report of desegregation progress in the State of Maryland under the new Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85.

Part One presents a statistical summary on enrollments, degrees granted, employment, and governing boards.

Part Two presents a discussion of the goals of the 1980 Plan and the status of attainment of the goals of the Plan.

Part Three, based on the reports of the institutions, presents data on their progress on the achievement of equal educational opportunity.

This report was prepared jointly by the Division of Research, Planning, and Information Systems and the Division of Equal Educational Opportunity/Institutional Approval and Evaluation. Dr. Joseph Durham, Cheryl J. Rollins, and Javier Miyares were responsible for the content and analysis of data.

Sheldon H. Knorr
Commissioner

EXECUTIVE SUMMARY

The Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85 requires an annual report on the progress of achieving equal educational opportunity goals. This report is the second assessment of progress under the Plan and covers the period through fall, 1983.

Highlights of the report are:

- The college entering rate for black high school graduates continued to be slightly higher than that of white high school graduates.

- After a four-year decline in the percentage of black undergraduate students, there was a slight increase to 20.7% in 1983; this was up from 20.3% in 1982.

- The proportion of black graduate students in all institutions continued to decline in 1983 (down from 12.0% in 1982 to 11.8% in 1983).

- The proportion of blacks among first-professional fields of law, medicine, dentistry was up from 1982. The UMAB School of Medicine, for the first time in 1983, met its 1985 goal for entering students.

- In terms of headcount enrollments, the percentage of black students increased to 18.2% in 1983 in contrast to 17.7% in 1982. The largest increase in the number of black students occurred in the community college segment.

- In the fall of 1983, Towson State slipped below the 1985 goal for first-time, full-time freshmen; UMBC declined from its 1982 mark; Frostburg had a significant increase beyond its 1982 percentage mark.

- Salisbury State College and St. Mary's College of Maryland were below the goals for first-time freshmen set for 1985.

- For the first time, UMCP has attained the 1985 goal of 10% for black first-time freshmen population.

- Among the historically black institutions, Coppin has met the 1985 freshmen goal. Both Bowie and UMES must increase their rate of progress; Morgan State University must sharply reverse its trend in order to attain its 1985 freshmen goal.

- The number of black recipients of first-professional degrees declined in 1983 and the percentage declined from 6.9% in 1982 to 5.9% in 1983.

- Black undergraduate enrollment in the critical fields of science, architecture, computer and information and engineering at the University of Maryland College Park increased from 5.8% in 1979 to 7.7% in 1983.

- As of fall, 1983 black representation among the membership of the following boards associated with higher education fell below the 22.7% 1980 figure for blacks in the Statewide population: Board of Trustees of State Universities and Colleges, Board of Trustees of St. Mary's College of Maryland and boards of Charles, Chesapeake, CCB, Hagerstown, Prince George's and Wor-Wic Tech.

Overall, the State is progressively achieving the goals of the 1980 Plan. Fourteen of the 33 goals have been met ahead of the target date; most of the remaining goals have been partially met. Where goals have not been fully met, aggressive measures will be taken to ensure greater progress in these areas.

PART I - STATISTICAL SUMMARY

Part I of this report presents data on the efforts of the State's public institutions of higher education to achieve equal educational opportunity. Data on enrollments, degrees awarded and employees are presented for 1980, first year of the Plan, and the most recent year. The base year of the 1980 Plan against which progress is measured is 1979.

ENROLLMENT

Tables 1 through 4 present data for 1979, 1980 and 1983 on the enrollment of black students in the State's 31 public postsecondary institutions. After a four-year decline in the percentage of black students among undergraduates for the period 1979-1982, there was a slight increase to 20.7% in 1983 and an increase in absolute number to 17,811 (up from 17,369 in 1982).

The proportion of black graduate students in all institutions has continued to decline in 1983 (down from 12.0% in 1982 to 11.8% in 1983). However, both the percentages and over-all numbers of blacks in the first-professional fields of law, dentistry, and medicine were up in 1983. Overall the total number of blacks in these fields increased from 242 in 1982 to 281 in 1983; the percentage increased from 8.3% in 1982 to 9.8% in 1983.

In terms of headcount enrollment, the percentage of black students increased to 18.2% in 1983 in contrast to 17.7% in 1982. This increase resulted from the fact that Maryland institutions enrolled 1,657 more black students in the public sector in 1983 than they did in 1982. The largest increase in the number of black students occurred in the community college segment.

DEGREES AWARDED

Tables 5 through 10 present data for the years 1979-80 and 1982-83 on the number of formal awards (certificates and degrees), by academic program, made by the State's public colleges and universities to black students. The proportion of black recipients earning certificates, associate in arts degrees, bachelors and first-professional degrees increased in 1983, compared with 1981-82. However, the proportion of blacks receiving masters, doctoral and first-professional degrees declined in 1983 when compared with this proportion in 1981-82.

In FY 83, according to Table 11, 47% of the bachelors degrees awarded to black students were awarded by historically white institutions and 46% of the masters degrees awarded black students

came from historically white institutions. However, historically black institutions continue to award more baccalaureate and masters degrees to black students than historically white institutions do.

Table 12 summarizes the trends in degrees and certificates awarded to black students since 1974.

EMPLOYEES

Tables 13 through 15 present data on the employment of full-time administrators, faculty and other professionals in public higher education institutions from 1979 through 1983. In both administrative and faculty categories, blacks have decreased from 22.9% and 10.5%, respectively, in 1979 to 19.7% and 9.5%, respectively, in 1983. Blacks in other professional categories increased from 12.8% in 1979 to 13.7% in 1983.

Table 16 shows black representation in the executive/administrative and professional ranks of the employees of State higher education agencies and boards. Statewide, in fall 1983, 15.2% of the administrators and 6.5% of the professional staff employed by these agencies were black.

TABLE 1

FULL-TIME UNDERGRADUATE ENROLLMENT

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1983 Total	1983 Black	1983 % Black
COMMUNITY COLLEGES									
Allegany	1142	31	2.7	1172	24	2.0	1417	28	2.0
Anne Arundel	2181	190	8.7	2219	171	7.7	2383	155	6.5
Catonsville	2471	540	21.9	2604	571	21.9	2472	536	21.7
Cecil	282	14	5.0	314	27	8.6	324	13	4.0
Charles	903	88	9.7	939	92	9.8	830	93	11.2
Chesapeake	422	52	12.3	478	70	14.6	481	81	16.8
Comm. College Baltimore	3663	2950	80.5	3657	2656	72.6	3843	3187	82.0
Dundalk	492	80	16.3	434	62	14.3	654	81	12.4
Essex	2478	211	8.5	2497	255	10.2	2716	270	9.9
Frederick	570	28	4.9	701	48	6.8	953	50	5.2
Garrett	330	12	3.6	354	17	4.8	266	14	5.3
Hagerstown Jr.	878	87	9.9	852	85	10.0	927	71	7.7
Harford	1213	144	11.9	1296	150	11.6	1212	101	8.3
Howard	612	76	12.4	675	85	12.6	788	96	12.2
Mont.-Germantown	277	6	2.2	301	9	3.0	478	7	1.5
Mont.-Rockville	4545	255	5.6	4630	226	4.9	4455	183	4.1
Mont.-Takoma Park	1129	252	22.3	1207	330	27.3	1257	324	25.8
Prince George's	4322	1411	3.6	4439	1413	31.8	4262	1287	30.2
Wor-Wic Tech	196	56	28.6	209	62	29.7	236	71	30.1
All Community Colleges	28106	6483	23.1	28978	6353	21.9	29953	6648	22.2
STATE COLLEGES & UNIV.									
Bowie	1375	1146	83.3	1292	1075	83.2	1257	1040	82.7
Coppin	2101	1955	93.1	1832	1722	94.0	1832	1653	90.2
Frostburg	2820	215	7.6	2839	242	8.5	2725	255	9.4
Morgan	3752	3448	91.9	3722	3411	91.6	3393	3134	92.4
Salisbury	2944	242	8.2	2879	233	8.1	3057	202	6.6
St. Mary's	1124	64	5.7	1105	58	5.2	1109	56	5.0
Towson	9546	1129	11.8	9633	1133	11.8	9351	1107	11.8
Univ. of Balt.	1012	226	22.3	1007	235	23.3	990	203	20.5
All State Colleges	24674	8425	34.1	24309	8109	33.4	23714	7650	32.2
UNIVERSITY OF MARYLAND									
UMAB	1160	85	7.3	1159	81	7.0	1046	81	7.7
UMBC	4698	858	18.3	4637	853	18.4	5685	729	12.8
UMCP	25092	1832	7.3	25100	1885	7.5	24797	2014	8.1
UMES	929	764	82.2	831	650	78.2	960	689	71.8
All University of Maryland	31879	3539	11.1	31727	3469	10.9	32488	3513	10.8
Hist. Black Inst.	8157	7313	89.7	7677	6858	89.3	7442	6516	87.6
All Other 4-Yr. Inst.	48396	4651	9.6	48359	4720	9.8	48760	4647	9.5
All Institutions	84659	18447	21.8	85014	17931	21.1	86155	17811	20.7

Source: SBHE Enrollment Information System

BEST COPY AVAILABLE

TABLE 2

GRADUATE ENROLLMENT
- FULL AND PART-TIME -

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1983 Total	1983 Black	1983 % Black
STATE COLLEGES & UNIV.									
Bowie	830	307	37.0	730	263	36.0	566	251	44.3
Coppin	255	217	85.1	275	222	80.7	179	146	81.6
Frostburg	560	6	1.1	556	2	.4	569	14	2.5
Morgan	520	329	63.3	488	307	62.9	505	317	62.8
Salisbury	596	90	15.1	623	96	15.4	518	54	10.4
Towson	1454	115	7.9	1411	121	8.6	1180	109	9.2
Univ. of Balt.	1481	271	18.3	1582	320	20.2	1601	226	14.1
All Colleges & Univ.	5696	1335	23.4	5665	1331	23.5	5118	1117	21.8
UNIVERSITY OF MARYLAND									
UMAB	1356	110	8.1	1452	114	7.9	1539	127	8.3
UMBC	421	21	5.0	479	25	5.2	524	41	7.8
UMCP	7357	456	6.2	7550	529	7.0	7903	466	5.9
UMES	48	23	47.9	62	27	43.6	63	29	46.0
All University of Maryland	9183	610	6.6	9543	695	7.3	10029	663	6.6
Hist. Black Inst.	1653	876	53.0	1555	819	52.7	1313	743	56.6
Other 4-Yr. Inst.	13226	1069	8.1	13653	1207	8.8	13834	1037	7.5
All Institutions	14879	1945	13.1	15208	2026	13.3	15147	1780	11.8

Source: SBHE Enrollment Information System

BEST COPY AVAILABLE

TABLE 3

FIRST PROFESSIONAL ENROLLMENT BY PROGRAM
- FULL AND PART-TIME -

	1979			1980			1983		
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black
Dentistry	525	36	6.9	531	29	5.5	463	41	8.9
Medicine	715	43	6.0	715	39	5.5	676	40	5.9
Law									
Univ. Balt.	914	28	3.1	886	25	2.8	919	44	4.8
UMAB	795	98	12.3	778	102	13.1	802	156	19.5
Total	1709	126	7.4	1664	127	7.6	1721	200	11.6
All First Professional	2949	205	7.0	2910	195	6.7	2860	261	9.8

Source: SBHE Enrollment Information System

BEST COPY AVAILABLE

TABLE 4

TOTAL HEADCOUNT ENROLLMENT
- FALL 1983 -

Institution	Total	Black	% Black
COMMUNITY COLLEGES			
Allegany	2321	38	1.6
Anne Arundel	9027	633	7.0
Catonsville	11587	1664	14.4
Cecil	1524	46	3.0
Charles	4172	366	8.8
Chesapeake	1966	184	9.4
Comm. College of Balt.	9182	7082	77.1
Dundalk	3270	268	8.2
Essex	10204	587	5.8
Frederick	3314	135	4.1
Garrett	628	14	2.2
Hagerstown Jr.	2637	147	5.6
Harford	4792	350	7.3
Howard	3619	384	10.6
Mont.-Germantown	2592	70	2.7
Mont.-Rockville	12947	641	5.0
Mont.-Takoma Park	4775	1103	23.1
Prince George's	14977	5474	36.5
Wor-Wic Tech	896	216	24.1
All Community Colleges	104430	19402	18.6
STATE COLLEGES & UNIV.			
Bowie	2366	1606	67.9
Coppin	2503	2239	89.5
Frostburg	3708	291	7.9
Morgan	4555	4051	88.9
St. Mary's	1329	66	5.0
Salisbury	4489	327	7.3
Towson	15157	1730	11.4
Univ. of Balt.	5188	857	16.5
All State Colleges & Univ.	39295	11167	28.4
UNIVERSITY OF MARYLAND			
UMAB	4682	460	9.8
UMBC	7966	985	12.4
UMCP	37413	2839	7.6
UMES	1223	825	67.5
UMUC	11567	1869	16.2
All University of Maryland	62851	6978	11.1
Hist. Black Inst.	10647	8721	81.9
All Other 4-Yr. Inst.	91499	9424	10.3
All Institutions	206576	37547	18.2

Source: SBHE Enrollment Information System

BEST COPY AVAILABLE

TABLE 5

TRENDS IN DEGREES AWARDED BY PROGRAM
- CERTIFICATES -

Program	1979-1980 Black	1979-1980 Total	1979-1980 % Black	1982-1983 Black	1982-1983 Total	1982-1983 % Black
Inter-Disciplinary	0	1	---	0	0	---
Unknown				1	3	33.3
Business/Commerce Tech	29	229	12.7	38	343	11.1
Data Processing Tech	19	153	12.4	37	412	9.0
Health Services/Paramed Tech	6	128	4.7	25	191	13.1
Mechanical/Engineering Tech	22	156	14.1	26	230	11.3
Natural Science Tech	9	80	11.3	50	130	38.5
Public Service Tech	20	152	13.2	17	164	10.4
Total	105	899	11.7	194	1473	13.2

TABLE 6

TRENDS IN DEGREES AWARDED BY PROGRAM
- ASSOCIATE -

Program	1979-1980 Black	1979-1980 Total	1979-1980 % Black	1982-1983 Black	1982-1983 Total	1982-1983 % Black
Transfer Programs	468	3056	15.3	411	2872	14.3
Business/Commerce Tech	240	1065	22.5	287	1169	24.6
Data Processing Tech	52	316	16.5	81	620	13.1
Health Services/Paramed Tech	174	1299	13.4	190	1297	14.6
Mechanical/Engineering Tech	31	280	11.1	39	328	11.9
Natural Science Tech	6	64	9.4	14	47	29.8
Public Service Tech	151	625	24.2	112	422	26.5
Unknown				0	1	---
Total	1122	6705	16.7	1134	6756	16.8

BEST COPY AVAILABLE

TABLE 7

TRENDS IN DEGREES AWARDED BY PROGRAM
- BACHELORS -

Program	1979-1980 Black	1979-1980 Total	1979-1980 % Black	1982-1983 Black	1982-1983 Total	1982-1983 % Black
Agriculture	3	287	1.0	4	243	1.6
Architecture	3	63	4.8	1	66	1.5
Area Studies	0	35	---	4	32	12.5
Biological Science	63	595	10.6	63	505	12.5
Business/Management	395	2480	15.9	429	2498	17.2
Communications	58	428	13.6	98	618	15.9
Computer Science	8	150	5.3	12	306	3.9
Education	291	1316	22.1	194	1012	19.2
Engineering	11	486	2.3	21	738	2.8
Fine Art	49	419	11.7	51	334	15.3
Foreign Language	9	94	9.6	2	74	2.7
Health Professions	147	958	15.3	135	972	13.9
Home Economics	31	289	10.7	22	329	6.7
Law	0	6	---	2	8	25.0
Letters	69	408	16.9	55	367	15.0
Mathematics	21	125	16.8	26	131	19.8
Physical Science	27	202	13.4	29	164	17.7
Psychology	103	552	18.7	102	568	18.0
Public Affairs	158	580	27.2	123	435	28.3
Social Science	294	1563	18.8	231	1519	15.2
Interdisciplinary	185	1626	11.4	198	1740	11.4
Total	1925	12662	15.2	1802	12659	14.2

BEST COPY AVAILABLE

TABLE 8

TRENDS IN DEGREES AWARDED BY PROGRAM
- MASTERS -

Program	1979-1980 Black	1979-1980 Total	1979-1980 % Black	1982-1983 Black	1982-1983 Total	1982-1983 % Black
Agriculture	0	44	---	0	61	---
Architecture	5	10	50.0	9	20	45.0
Area Studies	0	5	---	0	5	---
Biological Science	1	66	1.5	0	81	---
Business/Management	53	389	13.6	73	476	15.3
Communications	4	68	5.9	3	42	7.1
Computer Science	0	29	---	0	20	---
Education	207	925	22.4	120	662	18.1
Engineering	0	89	---	1	96	1.0
Fine Art	2	25	8.0	0	40	---
Foreign Language	0	7	---	0	9	---
Health Professions	7	147	4.8	10	170	5.9
Home Economics	2	39	5.1	1	53	1.9
Law	0	0	---	2	17	11.8
Letters	3	36	8.3	1	25	4.0
Library Science	10	116	8.6	6	119	5.0
Mathematics	2	27	7.4	1	22	4.5
Physical Science	0	32	---	0	38	---
Psychology	19	114	16.7	17	122	13.9
Public Affairs	60	379	15.8	44	289	15.2
Social Science	13	117	11.1	12	111	10.8
Interdisciplinary	2	10	20.0	1	7	14.3
Total	390	2674	10.2	301	2485	12.1

BEST COPY AVAILABLE

TABLE 9

TRENDS IN DEGREES AWARDED BY PROGRAM
- DOCTORATES -

Program	1979-1980 Black	1979-1980 Total	1979-1980 % Black	1982-1983 Black	1982-1983 Total	1982-1983 % Black
Agriculture	0	20	---	0	10	---
Area Studies	0	4	---	1	7	14.3
Biological Science	2	39	5.1	1	46	2.2
Business/Management	0	1	---	1	10	10.0
Computer Science	0	7	---	0	6	---
Education	3	109	2.8	13	134	9.7
Engineering	0	15	---	0	17	---
Fine Art	1	7	14.3	1	12	8.3
Foreign Language	0	2	---	0	4	---
Health Professions	0	2	---	0	10	---
Home Economics				0	1	---
Letters	0	14	---	0	12	---
Library Science	0	2	---	0	40	---
Mathematics	0	11	---	0	12	---
Physical Science	1	35	2.9	0	40	---
Psychology	2	14	14.3	2	17	11.8
Public Affairs	0	10	---	3	15	20.0
Social Sciences	0	41	---	1	37	2.7
Total	9	333	2.7	23	390	5.9

BEST COPY AVAILABLE

TABLE 10

TRENDS IN DEGREES AWARDED BY PROGRAM

FIRST PROFESSIONAL

Program	1979-1980 Black	1979-1980 Total	1979-1980 % Black	1982-1983 Black	1982-1983 Total	1982-1983 % Black
Dentistry	7	121	5.8	8	144	5.6
Medicine	15	181	8.3	10	173	5.8
Law	27	468	5.8	28	462	6.1
Total	49	770	6.4	46	779	5.9

TABLE 11

DEGREES AWARDED TO BLACK STUDENTS
BY TYPE OF INSTITUTIONS
- 8-YEAR TRENDS -

	Baccalaureate		Masters	
	Hist. Black	Other 4-Yr.	Hist. Black	Other 4-Yr.
FY 1975	72%	28%	75%	25%
FY 1976	66%	34%	67%	33%
FY 1977	61%	39%	68%	32%
FY 1978	57%	43%	65%	35%
FY 1979	51%	49%	63%	37%
FY 1980	55%	45%	56%	44%
FY 1981	50%	50%	58%	42%
FY 1982	52%	48%	49%	51%
FY 1983	53%	47%	54%	46%

BEST COPY AVAILABLE

TABLE 12

TRENDS IN DEGREES AWARDED
- 1975-1983 -

	74-75		76-77		78-79		82-83		8-Yr. Change	
	Black	White	Black	White	Black	White	Black	White	Black	White
Certificates	41	373	59	727	121	823	194	1163	+373%	+21%
Associates	732	5213	963	5314	1142	5455	1134	5192	+55%	-0.4%
Bachelors	1431	9683	1712	9479	1637	9984	1802	9935	+26%	+3%
Masters	498	1873	467	2279	366	2153	301	1888	-40%	+0.8%
Doctorates	10	212	18	287	20	295	23	296	+130%	+40%
First Professional										
Dentistry	6	111	8	115	4	125	8	125	+33%	+13%
Medicine	5	125	8	156	6	153	10	156	+100%	+25%
Law	25	507	30	392	31	428	28	426	+12%	-16%
Total	36	743	46	663	41	706	46	707	+28%	-5%

BEST COPY AVAILABLE

TABLE 13

FULL-TIME EMPLOYEES BY RACE
- EXECUTIVE/ADMINISTRATIVE/MANAGERIAL -

	1979			1983		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	10	---	0	12	---
Anne Arundel	0	16	---	0	29	---
Catonsville	1	36	2.8	1	41	2.4
Cecil	0	13	---	0	10	---
Charles	0	13	---	1	6	16.7
Chesapeake	0	16	---	1	19	5.3
Comm. Coll. Balt.	11	32	34.4	10	23	43.5
Dundalk	0	24	---	1	27	3.7
Essex	1	25	4.0	0	32	---
Frederick	1	18	5.6	1	23	4.3
Garrett	0	7	---	0	7	---
Hagerstown Jr.	0	15	---	0	16	---
Harford	0	21	---	0	30	---
Howard	2	22	13.6	3	19	15.8
Mont.-Cent. Adm.	3	30	10.0	5	33	15.2
Mont.-Rockville	0	10	---	1	7	14.3
Mont.-Takoma Park	1	7	14.3	1	5	20.0
Mont.-Germantown	1	9	11.1	1	5	20.0
Prince George's	6	37	16.2	5	37	13.5
Wor-Wic Tech	0	8	---	0	5	---
Total Community Colleges	28	369	7.6	31	386	8.0
STATE COLLEGES & UNIV.						
Bowie	31	42	73.8	32	43	74.4
Coppin	41	44	93.2	46	49	93.9
Frostburg	4	29	13.8	6	60	10.0
Morgan	94	107	87.9	78	92	84.8
St. Mary's	0	12	---	0	20	---
Salisbury	4	46	8.7	1	26	3.8
Towson	8	108	7.4	12	158	7.6
Univ. of Balt.	8	45	17.8	9	59	15.3
Total State Colleges	190	433	43.9	184	507	36.3
UNIVERSITY OF MARYLAND						
UMAB	5	76	6.6	10	113	8.8
UMBC	8	35	22.9	2	33	6.1
UMCP	14	176	8.0	12	208	5.8
UMES	15	21	71.4	19	25	76.0
UMUC	0	24	---	0	31	---
UMCE	1	8	12.5	0	5	---
UMEX				0	4	---
Total Univ. of Md.	45	348	12.9	43	419	10.3
Hist. Black Inst.	181	214	84.6	175	209	83.7
All Other Inst.	82	936	8.6	83	1103	7.7
Total Statewide	263	1150	22.9	258	1312	19.7

BEST COPY AVAILABLE

TABLE 14

FULL-TIME EMPLOYEES BY RACE
- FACULTY -

	1979			1983		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	94	---	0	78	---
Anne Arundel	3	172	1.7	5	182	2.7
Catonsville	5	217	2.3	8	233	3.4
Cecil	0	21	---	0	29	---
Charles	2	39	5.1	3	44	6.8
Chesapeake	2	27	7.4	1	34	2.9
Comm. Coll. Balt.	39	155	25.2	56	167	33.5
Dundalk	3	45	6.7	4	55	7.3
Essex	1	166	.6	2	178	1.1
Frederick	0	30	---	2	39	5.1
Garrett	0	22	---	0	22	---
Hagerstown Jr.	1	56	1.8	0	76	---
Harford	0	79	---	1	84	1.2
Howard	4	41	9.8	5	44	11.4
Mont.-Cent. Adm.	0	3	---	0	0	---
Mont.-Rockville	5	263	1.9	8	234	3.4
Mont.-Takoma Park	2	81	2.5	3	75	4.0
Mont.-Germantown	0	23	---	0	29	---
Prince George's	14	234	6.0	17	238	7.1
Wor-Wic Tech	0	17	---	1	20	5.0
All Community Colleges	81	1785	4.5	116	1861	6.2
STATE COLLEGES						
Bowie	66	109	60.6	66	111	59.5
Coppin	81	137	59.1	71	110	64.5
Frostburg	3	181	1.7	4	193	2.1
Morgan	228	303	75.2	177	241	73.4
St. Mary's	1	65	1.5	1	68	1.5
Salisbury	6	185	3.2	4	181	2.2
Towson	10	461	2.2	15	456	3.3
Univ. of Balt.	3	126	2.4	2	140	1.4
Total State Colleges	398	1567	25.4	340	1500	22.7
UNIVERSITY OF MARYLAND						
UMCA				0	4	---
UMAB	39	721	5.4	31	748	4.1
UMBC	15	267	5.6	19	315	6.0
UMCP	59	1631	3.6	64	1871	3.4
UMES	34	78	43.6	27	75	36.0
UMUC	0	12	---	0	9	---
UMCE	0	43	---	0	59	---
UMEX	33	199	16.6	35	180	19.4
Total Univ. of Md.	180	2951	6.1	176	3261	5.4
Hist. Black Inst.	409	627	65.2	341	537	63.5
All Other Inst.	250	5676	4.4	291	6085	4.8
Total Statewide	659	6303	10.5	632	6622	9.5

BEST COPY AVAILABLE

TABLE 15

FULL-TIME EMPLOYEES BY RACE
- OTHER PROFESSIONALS -

	1979			1983		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	0	---	0	19	---
Anne Arundel	3	18	16.7	3	35	8.6
Catonsville	5	44	11.4	2	28	7.1
Cecil	1	5	20.0	0	10	---
Charles	2	21	9.5	7	35	20.0
Chesapeake	1	10	10.0	0	17	---
Comm. Coll. Balt.	22	46	47.8	9	24	37.5
Dundalk	0	5	---	1	11	9.1
Essex	2	30	6.7	2	23	8.7
Frederick	0	2	---	0	1	---
Garrett	0	0	---	0	0	---
Hagerstown Jr.	0	7	---	0	7	---
Harford	0	0	---	0	0	---
Howard	0	0	---	4	28	14.3
Mont.-Cent. Adm.	0	31	---	6	43	14.0
Mont.-Rockville	0	9	---	3	35	8.6
Mont.-Takoma Park	1	8	12.5	4	14	28.6
Mont.-Germantown	0	5	---	0	8	---
Prince George's	2	16	12.5	2	16	12.5
Wor-Wic Tech	0	0	---	0	8	---
Total Community Colleges	39	257	15.2	43	362	11.9
STATE COLLEGES & UNIV.						
Bowie	7	15	46.7	10	25	40.0
Coppin	15	23	65.2	21	32	65.6
Frostburg	2	47	4.3	1	20	5.0
Morgan	35	47	74.5	35	47	74.5
St. Mary's	1	30	3.3	0	25	---
Salisbury	0	20	---	2	36	5.6
Towson	8	73	11.0	6	55	10.9
Univ. of Balt.	2	30	6.7	3	27	11.1
Total State Colleges	70	285	24.6	78	267	29.2
UNIVERSITY OF MARYLAND						
UMAB	210	1891	11.1	296	2403	12.3
UMBC	14	109	12.8	18	108	16.7
UMCP	63	675	9.3	73	668	10.9
UMES	27	45	60.0	29	42	69.0
UMUC	4	66	6.1	3	76	3.9
UMCE	0	12	---	0	13	---
UMEX	0	2	---	4	27	14.8
Total Univ. of Md.	318	2800	11.4	423	3337	12.7
Hist. Black Inst.	84	130	64.6	95	146	65.1
All Other Inst.	343	3212	10.7	449	3820	11.8
Total Statewide	427	3342	12.8	544	3966	13.7

BEST COPY AVAILABLE

TABLE 16

RACIAL COMPOSITION OF FULL-TIME EMPLOYEES
OF STATE AGENCIES AND BOARDS
ASSOCIATED WITH HIGHER EDUCATION
FALL 1983

	Exec/Admin/Manager.			Professional		
	Black	Total	% Black	Black	Total	% Black
Board for Higher Ed.	1	5	20.0%	3	21	14.3%
Higher Ed. Loan Corp.	0	1	-	0	4	-
Scholarship Board	2	7	28.6%	0	0	-
BTSUC	0	4	-	2	33	6.1%
Bd. Comm. Coll.	0	1	-	1	6	16.7%
UM - Cent. Admin.	4	28	14.3%	1	44	2.3%
Total	7	46	15.2%	7	108	6.5%

PART II - PROGRESS IN ATTAINMENT OF GOALS

Maryland's new desegregation plan, A Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85, was adopted by the State Board for higher Education in December, 1980.

UNDERGRADUATE ACCESSIBILITY

By contrast with the 1974 Plan, which emphasized goals for full-time enrollment for all undergraduate students, the 1980 Plan sets goals for black students entering the public higher education system (new freshmen students and transfer students), and it also sets goals for improving black student retention. To implement this dual approach, the following goal is operative:

GOAL 1: "Parity in the proportion of black and white high school graduates enrolling in public higher education institutions shall continue."

STATUS: The following table shows the estimated college going rates for the Spring 1982 high school graduates.

TABLE 17

ESTIMATED PROPORTION OF SPRING 1982 HIGH SCHOOL GRADUATES ENROLLING IN THE STATE PUBLIC HIGHER EDUCATION INSTITUTIONS

	Black	White
Fall 1982 First-Time, Full-Time Maryland Resident Freshmen	4177	13483
Spring 1982 High School Graduates	12880	44527
College Entering Rate	32.4%	30.3%

ASSESSMENT: The college entering rate continued to be higher for black high school graduates than for their white counterparts.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 2: "There shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the A.A. degree in a transfer program or who have earned 56 credit hours."

STATUS: Table 18 shows the rate at which A.A. recipients transferred to the State public four-year institutions in the fall of 1983. Data are shown for graduates of both vocational/technical programs as well as of transfer programs. Table 19 presents data on the type of institutions to which the A.A. degree recipients transferred.

TABLE 18

TRANSFER RATES TO FOUR-YEAR INSTITUTIONS
OF A.A. RECIPIENTS FROM COMMUNITY COLLEGES

		Black	White	Total
A.A. in Voc. Tech. Programs in FY 83	#	716	2873	3834
Transfer to 4-Yr. Public Inst. by Fall 83	#	132	417	599
	%	18.4%	14.5%	15.6%
A.A. in Transfer Programs in FY 83	#	397	2171	2735
Transfer to 4-Yr. Public Inst. by Fall 83	#	141	841	1044
	%	35.5%	38.7%	38.2%
All A.A. Recipients in FY 83	#	1125	5127	6669
Transfer to 4-Yr. Public Inst. by Fall 83	#	273	1258	1643
	%	24.3%	24.5%	24.6%

TABLE 19

TYPE OF INSTITUTION COMMUNITY COLLEGE
A.A. DEGREE RECIPIENTS TRANSFERRED TO

		Black	White	Total
A.A. Recipients Who Transferred to 4-Yr. Inst.	#	273	1258	1643
	%	100%	100%	100%
To Historically Black Institutions	#	89	27	120
	%	32.6%	2.1%	7.3%
To Historically White Institutions	#	184	1231	1523
	%	67.4%	97.9%	92.7%

ASSESSMENT: In 1983, the transfer rate of black A.A. recipients from all community college programs was essentially the same; blacks showed a 24.3% rate and whites showed a 24.5% rate. The transfer rate of whites from transfer programs to four-year institutions was slightly higher that that of their black counterparts. On the other hand, 18.4% of blacks transferred from vocational/ technical programs while 14.5% of whites affected a transfer. Table 19 shows that 67.4% of blacks transferred to historically white senior institutions while 32.6% of blacks transferred to historically black institutions.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 3: "The proportion of the first-time full-time freshmen enrolled in each community college who are black shall be (or continue to be) at least equal to the proportion of black community college service area public high school graduates."

STATUS: Table 20 shows how effective community colleges are in enrolling black high school graduates from the service area in the college is located. The table indicates the proportion of black students from the Spring graduating high school class which enrolls in the community college the following fall.

ASSESSMENT: Most of the community colleges are successful in attracting high school graduates from their service areas. Charles, Chesapeake, Frederick, Prince George's and Wor-Wic Tech were the colleges enrolling a disproportionately low number of black freshmen. The proximity of Bowie State College to Prince George's may have affected the enrollment at Prince George's Community College.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 4: "The racial composition of the part-time enrollment in each community college shall reflect (or continue to reflect) the racial composition of the community college service area."

STATUS: Table 21 shows the part-time enrollments in community colleges for fall 1983.

TABLE 20

FIRST-TIME, FULL-TIME FRESHMEN IN COMMUNITY COLLEGES

FALL 1983

Institution	Total	Black	% Black	Spring 1983 H.S. Grads. % Black*
Allegany C.C.	428	9	2.1%	1.1%
Anne Arundel C.C.	799	62	7.8%	N/A
Cecil C.C.	117	5	4.3%	4.5%
Charles C.C.	275	37	13.5%	26.2%
Chesapeake College	170	27	15.9%	25.0%
Comm. Coll. of Balto.	1163	1000	86.0%	80.0%
Frederick C.C.	298	14	4.7%	7.4%
Garrett C.C.	116	8	6.9%	0%
Hagerstown Jr.	387	25	6.5%	2.1%
Harford C.C.	402	48	11.9%	9.4%
Howard C.C.	213	26	12.2%	14.5%
Prince George's C.C.	1457	500	34.3%	46.6%
Wor-Wic Tech C.C.	118	36	30.5%	37.3%
Comm. College of Balto. Co.				
Catonsville C.C.	869	199	22.9%	8.9%
Dundalk C.C.	225	28	12.4%	
Essex C.C.	999	117	11.7%	
All Baltimore Co.	2093	344	16.4%	10.1%
Montgomery College				
Germantown	219	2	0.9%	
Rockville	1632	56	3.4%	
Takoma Park	423	126	29.8%	
All Montgomery College	2274	184	8.1%	N/A

* Percent black of the public high school graduates in service area. The service area of the community colleges is the county in which they are located except:

Catonsville C.C.: Baltimore and Carroll Counties

Charles C.C.: Charles, Calvert and St. Mary's Counties

Chesapeake C.C.: Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties

Wor-Wic Tech C.C.: Wicomico, Worcester and Somerset Counties

TABLE 21

PART-TIME ENROLLMENT IN COMMUNITY COLLEGES

FALL 1983

Institution	Total	Black	% Black	Service Area Population* % Black
Allegany C.C.	904	10	1.1%	1.6%
Anne Arundel C.C.	6644	478	7.2%	11.6%
Cecil C.C.	1200	33	2.8%	5.3%
Charles C.C.	3342	273	8.2%	19.1%
Chesapeake College	1485	103	6.9%	21.6%
Comm. Coll. of Balto.	5339	3895	73.0%	54.8%
Frederick C.C.	2361	85	3.6%	5.5%
Garrett C.C.	362	0	-	.2%
Hagerstown Jr.	1710	76	4.4%	4.2%
Harford C.C.	3580	249	7.0%	8.3%
Howard C.C.	2831	288	10.2%	11.7%
Prince George's C.C.	10715	4187	39.1%	37.3%
Wor-Wic Tech C.C.	660	145	22.0%	25.1%
Community College of Baltimore Co.				
Catonsville C.C.	9115	1128	12.4%	3.5%
Dundalk C.C.	2617	187	7.1%	
Essex C.C.	7488	317	4.2%	
All Balto. Co. C.C.	19220	1632	8.5%	8.2%
Montgomery College				
Germantown	2114	63	3.0%	
Rockville	8492	458	5.4%	
Takoma Park	3518	779	22.1%	
All Montgomery C.C.	14124	1300	9.2%	8.8%

ASSESSMENT: Hagerstown, Community College of Baltimore, Prince George's and the campuses, collectively, of Montgomery County and Baltimore County were the institutions in which the part-time enrollment exceeded the black population of their respective service areas. The black enrollment in the other community colleges was lower than the percentage black in the service area population.

RECOMMENDED CORRECTIVE ACTION: The community colleges must implement strategies and develop new programs to attract additional part-time black students from their service area.

GOAL 5: This goal established the percentage of other-race first-time, full-time freshmen the public four-year institutions should attain by 1985.

STATUS: Table 22 shows trends in first-time, full-time freshmen enrollment in the public four-year institutions.

ASSESSMENT: The enrollment data on first-time, full-time freshmen enrollment in the State probably reflects the fluctuations in enrollment patterns nationwide.

In the fall, 1982, Frostburg, Towson, and UMBC met the 1985 goals for first-time, full-time freshmen. However, in fall, 1983, Towson had slipped below the goal, UMBC had declined from its 1982 percentage mark, and Frostburg, had a significant increase beyond its 1982 percentage mark. In addition to Towson, other historically white institutions which are below 1985 levels mandated by the Plan are St. Mary's College and Salisbury State College. For the first-time, the first-time, full-time black enrollment at UMCP met the minimum level of the 1985 percentage range.

Among the historically black institutions, Coppin has met the 1985 goal. Both Bowie and UMES must increase their rate of progress to reach their goals. Morgan's proportion of black first-time freshmen is still high, and unless Morgan sharply reverses its trend, the institution may not reach its 1985 goal of 71% black for the entering freshmen class.

The percentage of blacks among entering freshmen in the public four-year institutions in fall of 1983 was 23.9%. This percentage is still short of the percentage range of 24-26% mandated by the Plan for achievement by 1985. When segmental progress is considered, the state college and university segment has achieved the 1985 projection; the University segment is short.

TABLE 22

FIRST-TIME, FULL-TIME FRESHMAN
ENROLLMENT IN PUBLIC FOUR-YEAR INSTITUTIONS

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1983 Total	1983 Black	1983 % Black	1985 Goals % Black
STATE COLLEGES & UNIV.										
Bowie	344	319	92.7	293	265	90.4	282	242	85.8	71
Coppin	477	460	96.4	359	344	95.8	476	426	89.5	95
Frostburg	737	71	9.6	750	80	10.7	642	84	13.1	8
Morgan	864	834	96.5	805	766	95.2	813	781	96.1	88
St. Mary's	350	14	4.0	306	12	3.9	283	16	5.7	8
Salisbury	712	60	8.4	622	60	9.7	721	47	6.5	8-10
Towson	2078	255	12.3	2033	293	14.4	1904	234	12.3	13-16
All State Coll. & Univ.	5562	2013	36.2	5168	1820	35.2	5121	1830	35.7	34-35
UNIVERSITY OF MARYLAND										
UMBC	1387	217	15.6	1390	218	15.7	1216	176	13.4	13-16
UMCP	5163	420	8.1	4596	411	8.9	4388	440	10.0	10-12
UMES	352	297	84.4	229	186	81.2	247	200	81.0	75
All Univ. of Md.	6902	934	13.5	6215	815	13.1	5951	816	13.7	15-18
Hist. Black Inst.	2037	1910	93.8	1686	1561	92.6	1818	1649	90.7	86
All Other 4-Yr. Inst.	10427	1037	10.0	9697	1074	11.1	9254	997	10.8	11-13
Four-Year Inst. Total	12464	2947	23.6	11383	2635	23.2	11072	2646	23.9	24-26

BEST COPY AVAILABLE

RECOMMENDED CORRECTIVE ACTION: Where appropriate, segments and institutions must increase their efforts to reach the 1985 goals in a timely manner.

GOAL 6: By 1985 the proportion of full-time undergraduate students who are black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to 12% and 16-17%, respectively.

STATUS: Table 1 (Full-Time Undergraduate Enrollment) shows the proportion of full-time black undergraduates at the University of Baltimore and the University of Maryland at Baltimore for years 1979, 1980 and 1983. As of fall 1983 this proportion stood at 20.5% (UB) and 7.7% (UMAB). The proportion held constant at UMAB from 1982; it declined at the University of Baltimore from 22.4%.

ASSESSMENT: The University of Baltimore has surpassed its 1985 goal. The University of Maryland at Baltimore is not likely to reach its undergraduate goal by 1985, given the rate of growth between 1979 and 1983.

RECOMMENDED CORRECTIVE ACTION: The University of Baltimore must increase its efforts to achieve its 1985 undergraduate enrollment goal by the identification and implementation of appropriate strategies.

GRADUATE AND FIRST-PROFESSIONAL ACCESSIBILITY

The 1980 Plan designates goals for both full- and part-time enrollment in graduate and first-professional programs.

GOAL 7: "By 1985 the proportion of black State residents who graduate from public undergraduate four-year institutions in the State and enter public institutions for graduate study or professional training in the State shall be (or continue to be) equal to the proportion of white State residents who graduate from such undergraduate institutions and enter such institutions for graduate study or professional training."

STATUS: In FY 83 the State public four-year institutions awarded 1,794 black students bachelors degrees, 127 of these students were enrolled in fall 1982 in the State's public institutions as graduate/first-professional students - 7.1%.

In FY 83 the State public four-year institutions awarded 9,924 white students bachelors degrees; 589 of these students were enrolled in fall 1982 in the State's public institutions as graduate/first-professional students - 5.9%.

ASSESSMENT: This goal is being met.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 8: This goal established the percentage of other-race first-time graduate students the State higher education segments should obtain by 1985.

STATUS: Table 23 shows the percentage of black first-time graduate students enrolled in the public four-year institutions in fall 1983. The 1985 segmental goals are included as well.

TABLE 23

FIRST-TIME GRADUATE ENROLLMENT*

	Fall 1979		Fall 1983		1985 Goal
	% Black	Total	Black	% Black	% Black
Bowie		52	76	32	42.1
Coppin		7	2	1	50.0
Frostburg		48	57	1	1.8
Salisbury		44	26	2	7.7
Towson		55	66	9	13.6
University of Baltimore		383	232	42	18.1
Total BTSUC	24.3	589	459	87	19.0
Morgan	52.2	100	84	42	50.0
UMAB*		382	251	14	5.6
UMBC		61	64	1	1.6
UMCP		1449	1629	80	4.9
UMES		2	12	9	75.0
Total Univ. of Md.	8.6	1894	1956	104	5.3
All Institutions	13.6	2583	2499	233	9.3

* First-time enrollment data not available; "less than one year" data were used.

ASSESSMENT: The percentage of black first-time graduate students continued to decline in 1983. In fall, 1982, this percentage stood at 10.2%; in fall, 1983, it was 9.3%.

33 BEST COPY

RECOMMENDED CORRECTIVE ACTION: Given its array of graduate programs and the size of its enrollment, the University of Maryland must increase its black graduate enrollment. Institutions in the Board of Trustees segment must identify and implement individual and collective strategies which will enable these schools to achieve their segmental goal.

GOAL 9: This goal established the percentage of black students in the entering class the professional schools should attain by 1985.

STATUS: In lieu of data on the entering class (which are not collected by SBHE), Table 24 displays data on the enrollment in the professional schools classified as "less than one year."

ASSESSMENT: Both the UMAB Medical School and School of Dentistry met their 1985 goals; for the UMAB Medical School, this was the first-time this had been acheived. Also, the UMAB School of Law continued to exceed its 1985 target goal. The University of Baltimore Law School reached a high mark of 6.4% in 1982, but is still below the 1985 goal of 10% black. In fact, in 1983, University of Baltimore is in serious decline from 1982 in percentage and absolute number.

RECOMMENDED CORRECTIVE ACTION: The University of Baltimore Law School must increase its efforts to attract black candidates to this professional school.

ENROLLMENT IN FIELDS WHERE BLACKS ARE UNDERREPRESENTED

Some fields such as education and social science have traditionally drawn heavy concentrations of black students. Some other fields such as computer science and engineering have not drawn heavy black enrollment. The 1980 Plan identified the small number of blacks in technical/scientific fields as a problem in achieving equal postsecondary educational opportunity and, therefore, set goals for recruitment efforts of blacks in these areas as well as a goal for the retention of blacks in these areas of study.

TABLE 24

FIRST-YEAR ENROLLMENT IN FIRST-PROFESSIONAL PROGRAMS
FULL- AND PART-TIME*

	1979			1980			1983			1985 Goals
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	% Black
Dentistry	142	7	4.9	138	6	4.4	112	15	13.4	
Medicine	181	13	7.2	178	9	5.1	156	17	10.9	
Law										
Univ. of Balt.	336	12	3.6	316	9	2.9	234	6	2.6	
UMAB	254	33	13.0	253	32	12.7	255	55	21.6	
Total	590	45	7.6	569	41	7.2	489	61	12.5	
All First-Professional	913	65	7.1	885	56	6.3	757	93	12.3	

* Data are students who completed less than one full year with the exception of University of Baltimore data which are first-time students.

BEST COPY AVAILABLE

GOAL 10: "Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in technical/scientific areas at the undergraduate as well as the graduate level."

STATUS: Tables 7 through 9 show bachelors, masters and doctorate degrees awarded by race by program for 1979-80 and 1981-82.

ASSESSMENT: At the bachelors level, the technical and scientific fields of architecture, biological sciences, computer sciences, engineering, physical sciences all showed an increase in the number of black students receiving degrees between 1979-80 and 1982-83. At the masters level the number of black graduates slightly increased in architecture, computer science and engineering, and decreased in the biological sciences during the period 1979-80 to 1982-83. At the doctoral level the number of black graduates decreased in biological sciences and agriculture. There were no black doctoral recipients in computer science or engineering.

RECOMMENDED CORRECTIVE ACTION: The segments and institutions must identify and implement strategies to attract larger numbers of blacks into scientific fields. At the graduate level, the Other Race Grants might be restricted to the support of graduate students in scientific/technical fields.

GOAL 11: "The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total black enrollment in these fields is consistent with the 1979 full-time, first-time black enrollment, which equaled 9.2%, in these fields."

STATUS: Since the implementation of the Plan in 1980, several factors have occurred which impact upon Goal 11.

At College Park, the undergraduate architecture program was restructured. The program is now a five year program and students receive the masters degree at the completion of the program. Data in pre-architecture and pre-engineering are now being collected. Further, Morgan State University began in the fall of 1983 a baccalaureate program in electrical engineering. As of 1983 most BTSUC institutions as well as Morgan will offer undergraduate computer science programs.

Table 25 displays data for 1979, 1980 and 1983 on the University of Maryland enrollments in the fields of architecture, computer and information sciences and engineering.

ASSESSMENT: From 1979-83, the University of Maryland's black undergraduate enrollment in the fields listed in Goal 11 has increased from 6.0% to 8.7%; at UMCP the black enrollment in these fields has increased from 5.8% in 1979 to 7.7% in 1983.

RECOMMENDED CORRECTIVE ACTION: The University of Maryland must continue its momentum towards the ultimate goal of 9.2%.

UNDERGRADUATE RETENTION

Data on retention of undergraduate students are being analyzed. A report will be made in the spring of 1985.

FINANCIAL AID

The SBHE is currently involved in updating its financial aid data base. This data base contains information on the aid students receive at Maryland institutions classified by type of aid and the sex and race of the students. Analysis of the data will include a comparison of aid received per student at the traditionally black institutions versus the traditionally white institutions as well as aid received by black students versus non-black students. This analysis is expected to be completed by February 1985.

EMPLOYMENT OF ADMINISTRATORS, FACULTY AND PROFESSIONALS

Goals 15 to 21 address desired goals in the employment of black administrators, faculty and professionals in the State's public higher education institutions. Tables 13 through 16 show employment data for 1983. This report includes in Part III reports from the institutions on affirmative action activity.

TABLE 25

UNIVERSITY OF MARYLAND UNDERGRADUATE ENROLLMENTS IN ARCHITECTURE, COMPUTER AND INFORMATION SCIENCES, AND ENGINEERING

Program	Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1983 Total	1983 Black	1983 % Black
Pre-Architeceture	UMCP	---	---	---				305	29	9.5
Architecture*	UMCP	298	11	3.7	261	14	5.4	242	8	3.3
Computer Science	UMCP	1063	90	8.5	1309	111	8.5	2357	245	10.4
	UMBC	---	---	---	2	0	---	744	56	7.5
	UMES	---	---	---	18	13	72.2	108	70	64.8
Pre-Engineering	UMCP							1217	142	11.7
	UMES							36	22	61.1
Engineering	UMCP	3721	192	5.2	4186	241	5.8	3755	182	4.8
	UMES	27	12	44.4	25	10	40.0	34	10	29.4
Total UMCP		5082	293	5.8	5756	366	6.4	7876	606	7.7
Total Univ. of Md.		5109	305	6.0	5801	389	6.7	8798	764	8.7

* Includes Masters of Architecture Students.

BEST COPY AVAILABLE

ENHANCEMENT OF HISTORICALLY BLACK INSTITUTIONS

Goal 22 of the State's Plan emphasizes the enhancement of the four historically black institutions in Maryland.

GOAL 22: "The State Board for Higher Education, with the cooperation of the Task Force and the institutional and segmental governing boards shall undertake a comprehensive study of the State's four historically black institutions to determine within the areas of general administration, program, faculty, support services, student aid, facilities, and general financial support the special needs that must be met in order to enhance these institutions. Further, this study shall be conducted in the areas cited above, based on evaluation criteria developed by representatives from the public postsecondary institutions. The study shall be completed by April 1, 1981."

STATUS: Using the findings of the Enhancement Study consultants, the SBHE staff and institutional representatives developed fiscal recommendations for the historically black institutions over a five year period.

For Fiscal Year 1983, the recommendation was for $6.1 million. Of this amount, the institutions actually were allocated $972,750, of which Bowie received $70,000 and Coppin $230,000 for the purchase of equipment in the areas of science, mathematics and computers. Morgan State University received $672,750, of which $47,000 were earmarked for deferred maintenance; $371,750 were earmarked for faculty salaries; and $254,000 were dedicated to the purchase of equipment in the areas of science and music.

In FY 84, the SBHE recommended $3,299,284 for enhancement. In FY 85, the SBHE recommended $2,327,550 for the historically black institutions to be allocated as follows:

Bowie State College	-	$230,000
Coppin State College	-	$160,050
Morgan State University	-	$925,800
Univ. of Md. - Eastern Shore	-	$1,011,300

Over a five year period, FY 85-89, the SBHE plans to recommend to the Governor a capital budget ranging between $62.4 - $67.4 million for the historically black institutions and a total operating budget of $11.7 million for these institutions.

ASSESSMENT: As directed by the 1980 Plan, the State Board for Higher Education undertook a study of the four historically black institutions. The study began in January, 1981, and was completed in August, 1981.

The overall purpose of the Enhancement Study was to determine science and engineering, what financial resources need to be allocated to the historically black institutions in order to permit them to function as full-fledged participants in a unitary system of higher education.

RECOMMENDED CORRECTIVE ACTION: The State Board will continue to support the enhancement of Maryland's historically black institutions and work with the Department of Budget and Fiscal Planning to ensure that the recommended amounts are appropriated.

GOVERNING BOARDS

GOAL 23: "The Governor should continue at least the present rate of appointment of black persons to Statewide and segmental boards with a membership reflecting the State's racial distribution and to local boards with a membership reflecting the racial distribution of the service area; and should increase the appointment of black persons to those local boards with a membership which does not reflect the racial distribution of the service area."

STATUS: Table 26 shows the racial composition (as of October, 1983), of boards associated with Maryland public higher education.

ASSESSMENT: Of the statewide and segmental boards, the racial composition of the Higher Education Loan Corporation, the Board of Trustees of the State Universities and Colleges, and the Board of St. Mary's College of Maryland did not reflect the 1980 black percentage of Maryland's population which stood at 22.7%. Among the local boards, the trustees of Charles, Chesapeake, Community College of Baltimore, Hagerstown, Prince George's and Wor-Wic Tech were not reflective of the percentage of black population in their respective service areas.

RECOMMENDED CORRECTIVE ACTION: The segments and the institutions must be aggressive in their support of appointments which will ensure that board memberships are representative of the racial composition of the service areas involved.

TABLE 26

RACIAL COMPOSITION OF BOARDS
ASSOCIATED WITH HIGHER EDUCATION

FALL 1983

	Total N	Black N	Black %	Service Area Population % Black
Statewide Boards				
SBHE	11	3	27.3	
Higher Educ. Loan Corp.	11	1	9.1	
St. Scholarship Board	9	2	22.2	
Segmental Boards				
Board of Regents - UM	14	3	21.4	
BTSUC	15	3	20.0	
Board of Regents - Morgan	13	9	69.2	
Bd. Trustess - St. Mary's	12	1	8.3	
St. Bd. for Comm. College	7*	2	28.6	
Local Boards				
Allegany	7	0	---	1.6
Anne Arundel	7*	1	14.3	11.6
Balt. Co. Comm. College	9	1	11.1	8.2
Cecil	7	1	14.3	5.3
Charles	7	1	14.3	19.1
Chesapeake	10	1	10.0	21.6
Comm. Coll. of Balt.	7	3	42.9	54.8
Frederick	7	1	14.3	5.5
Garrett	6*	0	---	0.2
Hagerstown	7	0	---	4.2
Harford	7	1	14.3	8.3
Howard	7	3	42.9	11.7
Montgomery	8	2	25.0	8.8
Prince George's	8	2	25.0	37.3
Wor-Wic Tech	7	1	14.3	25.1

* Indicates vacancy in 1983.

NOTE: Service area population from 1980 U.S. Census.

BEST COPY AVAILABLE

EVALUATION AND IMPLEMENTATION OF THE PLAN

The State Board for Higher Education has the responsibility for coordinating and monitoring the 1980 Plan. Goals 24 through 33 specify particular areas of this responsibility.

GOAL 24: "The SBHE shall continue to have and exercise the central responsibility for coordinating and monitoring the effective implementation of the Task Force recommendations."

GOAL 25: "The SBHE shall continue to collect the data necessary to monitor and evaluate progress towards the goals recommended by the Task Force."

GOAL 26: "The SBHE shall continue to recommend corrective actions that are related to the implementation of this report."

GOAL 27: "The SBHE shall continue to participate in the resolution of conflicts that pertain to equal opportunity."

GOAL 28: "The SBHE shall continue to conduct longitudinal studies of issues related to black participation in higher education."

GOAL 29: "The SBHE shall continue to serve as a repository of campus and segment affirmative action plans."

GOAL 30: "The SBHE shall continue to evaluate the impact on equal postsecondary educational opportunity of new academic program and facility proposals."

GOAL 31: "The SBHE shall prepare and publish an Annual Equal Postsecondary Educational Opportunity Status Report. This Report shall include a statistical summary on enrollments, degrees granted, employment and governing boards; an evaluation of progress towards the goals recommended by the Task Force; institutional reports in a format provided by the SBHE; and recommendations for corrective action."

GOAL 32: "The SBHE shall include an evaluation of efforts to insure equal postsecondary educational opportunity and the results of these efforts in the SBHE institutional evaluation process."

GOAL 33: "The SBHE shall include equal postsecondary educational opportunity concerns in the special inter-institutional reviews of existing programs."

ASSESSMENT: These goals are being implemented through the ongoing activities of the Board and its staff in the areas of research, data-gathering, and program evaluation."

RECOMMENDED CORRECTIVE ACTION: The Board and its staff will continue its monitoring through the implementation of Goals 24 through 33.

PART III - SUMMARIES OF INSTITUTIONAL REPORTS

In addition to numerical goals, the 1980 Plan contains programmatic recommendations which are designed to help institutions achieve the goals. Each institution developed specific activities in connection with the programmatic recommendations and reports annually on their progress. The institutional report is elicited via the form enclosed in Appendix A.

This section of the Status Report contains material selected from the annual institutional reports. The complete reports are on file in the Division of Institutional Approval and Evaluation/Equal Educational Opportunity, State Board for Higher Education.

UMAB - School of Dentistry
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39.	1. A federal grant was awarded in 1978 and reviewed in 1981 for another three-year period to increase the number of miniority students in medically under-served areas. 2. The School of Dentistry operates the Health Careers Focus - a ten week professional exposure for students during the summer. 3. There is a Dental School Subcommittee on Recruitment and Admissions. 4. Dual degree programs established with Coppin State, Morgan State, and Bowie State. 5. More than 20 recruitment trips to colleges and high schools.	Dual degree programs will be continued and enhanced. Dental Care Day will be continued. UMES-UMAB Honors Program will be continued.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	1. PASS (Pre-matriculation Academic Summer Session) is an eight week program designed for admitting entering black students. Program involves courses, selected laboratory experiences, and study skills.	These activities will be continued.

47

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
	2. STEP (Specially Tailored Educational Program) provides an alternate time and curriculum sequence for first two years.	
The proportion of Black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Current recruitment strategies include letters to dental school deans, announcements in professional journals, placement notices at national meetings.	Continuation of current activities.

UMAB - SCHOOL OF MEDICINE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39.	Current recruitment activities include: 1. Self identification by students 2. College Board Search Service 3. Identification through high school teachers or counselors 4. Medical Minority Applicant Registry 5. PreMed Clubs 6. Career Days 7. College recruitment trips 8. Health Careers Institute 9. Professional Research Training 10. College Preparatory Seminar 11. Biomedical Summer Research Apprenticeship Program 12. Open House 13. Health Careers Awareness Project 14. Interprofessional Studies Institute 15. UMES-UMAB Honors Program 16. Research on Factors of Medical School Selection 17. Chancellor's Committee on Recruitment and Retention of Minority Students	
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Same as above.	

UMAB - SCHOOL OF MEDICINE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. [1]	Pre-matriculation Summer Program Study Skills Workshops Academic Counseling Personal Counseling Student Tutoring National Board and FLEX Examination Preparation	
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	A new black faculty member as a full-time Associate Professor was appointed effective July 1, 1984 Special announcements regarding faculty positions are forwarded to deans and chairman at other medical schools.	These activities should be continued.

50

[1] Although this goal refers to undergraduate students, the retention of full-time professional school students is equally important.

UMAB SCHOOL OF SOCIAL WORK AND COMMUNITY PLANNING
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	In 1983, the percentage of black students in the School of Social Work was 11%.	Recruitment efforts will be intensified.
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	The School of Social Work reports that 7% of black students drop and 9% of white students drop out for a variety of reasons; e.g. work schedules, personal problems, etc. However, a good percentage of these students who "stop-out" do return to complete this program.	Continuation of current Student Support Program for minority students.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Black faculty at the UMAB School of Social Work comprise 15% of the faculty. Vacancies are listed in national publications and professional journals.	Will continue to seek black faculty and staff when vacancies occur.

51

UMAB - SCHOOL OF PHARMACY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36.	Recruitment strategies for blacks include: 1. Use of Pharmacy Achievement Scholarship 2. Use of Grants for Pharmacy Schools sponsored by American Association of Colleges of Pharmacy 3. Recruitment trips to high schools with heavy black enrollments 4. Dual degree programs with UMES, Coppin and Morgan.	Current activities will be continued.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39.	1. Identification of minority feeder colleges 2. Use of HCOP and Institutional Pharmacy Graduate Program	Present activities will be continued.

UMAB - SCHOOL OF PHARMACY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	Retention activities include: 1. Structured tutorial program 2. Utilization of teaching assistants 3. Faculty advisement 4. Monitoring of student progress by Student Affairs Committee	Supplemental course instruction by a teaching assistant will continue.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	The School of Pharmacy has two black males and four women who are full-time faculty. The School continues to search for black applicants through its formal and informal network among Schools of Pharmacy.	By attracting and retaining graduate students, the School hopes to "grow its own" black faculty candidates.

UMAB - SCHOOL OF NURSING
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36.	Current recruitment strategies include: 1. Visits to community colleges 2. Career Day for college and high school students 3. Open House for prospective RN students 4. Direct mail recruitment materials 5. Articulation agreements 6. BSNA fitness benefit	School of Nursing plans to continue its current recruitment activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	Above activities used in recruitment of graduate students also.	Continuation of current activities.

UMAB - SCHOOL OF NURSING (Cont.)

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Current retention activities include: 1. Peer tutoring for undergraduate students 2. Writing skills seminar 3. Psychological, social and academic counseling 4. Parents Day (annual event) 5. Black Student Nurses Association formed as a support group 6. Faculty advisement system	Current activities will be continued. Peer tutoring will be expanded to include graduate students.
Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.		
The proportion of Black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Of the 155 professional employees in the School of Nursing (administrators and faculty), 10 or 6.5% are black. Recruitment includes publicizing in media serving black groups and contacting blacks in significant positions in nursing.	Current activity will be continued.

UMAB - SCHOOL OF LAW
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39. UMAB goal is 10-15%.	Current recruitment activities include: 1. Use of BALSA members as recruitment volunteers. 2. Use of the Law School Candidate Referral Service. 3. Use of pamphlet describing the UMAB minority program. 4. Spring reception for minority applicants. 5. Reception at Dean's home for accepted black applicants. 6. Use of black alumni to refer potential applicants.	Continuation of current activities.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Same as above.	Same as above.

57

UMAB - SCHOOL OF LAW (Cont.)

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.[1]		
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Current recruitment strategies include: 1. Review of the credentials of all minority applicants who are on file with the AALS. 2. Interview black candidates at Annual AALS meeting.	Continuation of current activities.

[1] Although this goal refers to undergraduate students, the retention of full-time professional school students is equally important.

UNIVERSITY OF MARYLAND - COLLEGE PARK
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
There shall be parity in the proportion of Black and white students transferring from community colleges to four-year institutions who have completed the A.A. degree in a transfer program or who have earned 56 credit hours.	Overall, the number of black transfers decreased from 74 (1980) to 68 (1983); the percentage increased from 5.4% (1980) to 5.7% (1983). Full-time transfers decreased in number and percentage from 1980 to 1983; part-time transfers increased both in number and percentage.	Continuation and expansion of current activities.
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	In fall, 1983 UMCP achieved 10% of first-time, full-time freshmen who were black. However, there were declines in freshmen enrollment in College of Engineering, School of Architecture, College of Education and College of Physical Education, Recreation, Health.	Continuation and expansion of current activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	The number and percentage of new black graduate students declined from 148 (7.2%) in 1980 to 114 (5.0%) in 1983. There was an increase in number and percentage of black graduate students in the College of Engineering and in non-college disciplines; no doctoral students, ORG money, fellowships and assistanships used to attract students.	Continuation and expansion of current activities.

UNIVERSITY OF MARYLAND - COLLEGE PARK (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total Black enrollment in these fields is consistent with the 1979 full-time, first-time Black enrollment, which equaled 9.2% in these fields.	Black percentage of UMCP undergraduate enrollment in architecture, computer science, and engineering in fall, 1983 stood at 6.9%, up from 6.3% in fall, 1980.	UMCP has a variety of support activities to enroll minority students to achieve academic success. Among these are various cultural and academic programs.
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Variety of activities such as workshops by OMSE, clinic courses in Division of Agriculture and Life Sciences; Chancellor's Black Faculty Advisory Council in Division of Behavioral and Social Sciences.	These activities should continue.
Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	Individual Admissions Program which administers a specifically designed for students admitted on exceptions. Special math placement and reading and comprehensive skills emphasized.	These activities should be continued.

UNIVERSITY OF MARYLAND - COLLEGE PARK (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The proportion of Black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Vacancies are widely advertised. Black faculty constituted in 1983, 3.6% of UMCP total work force; 69.1% of blacks were in service/maintenance category.	Maintain current activities.

61

RECOMMENDATIONS:

1. The University of Maryland - College Park must intensify its efforts to recruit more black community college transfer students.

2. The University of Maryland - College Park should implement strategies to increase the number of graduate assistanships among black students.

3. As the "flagship campus," the University of Maryland should seek to increase the number of black faculty in all areas within the University.

BOWIE STATE COLLEGE

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	The fall, 1983 other-race component of the freshmen class was 14.2%. At the present rate the college will not reach the 1985 goal of 29%. However, the college is expanding its recruitment statewide and countywide through direct mail and other activities.	The college plans to continue activities to raise the level of consciousness of the public regarding Bowie. These will include contacts with numerous public organizations, high school counselors, parents, business, and industry.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	Bowie increased the number and percentage of black first-time graduate students. However, the 1985 segmental goal was under-achieved. Current activities include continuous recruitment of other-race students with baccalaureate degrees such as distribution of materials, articulating with Bowie Industry Cluster, and recruitment at area high schools.	Continue efforts to develop working relationships with public and private agencies; new marketing approaches and strategies; follow-up of graduate students to determine program effectiveness.

63

BOWIE STATE COLLEGE (Cont.)

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Bowie has implemented the Bachelor of Service in Technology degree and will prepare a M.S. degree in Computer Science and Management Information Systems. College hosts summer engineering program for minority students; implemented Summer College Computer Academy; established keener articulation with community colleges with science and technical programs.	The development of marketing procedures for new and existing programs.
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	Based on college's analysis of freshmen continuing to the end of the eighth semester, the current retention rates of blacks and non-blacks are 31% and 28%, respectively. Calculated on six semesters, the retention rates are 38% and 39%, respectively. The President has identified retention as an institutional priority.	Orientation activities will focus on efforts such as vocational inventories, peer counseling, utilization of CAI. There is a Retention Advisory Board.

BOWIE STATE COLLEGE (Cont.)

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	The present racial status of the Bowie faculty is 61%; 32%; 7% other. In the administrative ranks the representation is 74%; 19% white; 7% other. The college uses various educational journals and the Chronicle for Higher Education.	The college will continue to use educational journals and direct mailing.

RECOMMENDATION:

Bowie State College must increase its recruitment efforts in order to attain the 1985 other-race representation among first-time, full-time freshmen.

COPPIN STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	Coppin is in compliance with 1985 goal. The college will continue to use more personalized recruitment and personal interviews with prospective students and parents.	The college will continue to encourage participation of multi-ethnic students in: SAT Prep Workshops, Academic Fair, Summer Media Institute, Nursing, Pre-Orientation Sessions, Korean Arts Festival, and Breakfast for Scholars.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	Coppin admitted only two new graduate students, one of whom was black. The College Recruitment Committee plays a major role in recruitment of graduate students.	A comprehensive recruitment plan will be implemented for 1984-85 by Dean of Education and Graduate Studies.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate level.	Ninety percent of students majoring in biology, chemistry, dual-degree engineering were black.	The college has submitted a grant proposal to several agencies for a program designed for math-science backgrounds of potential and currently enrolled students. The college plans to increase by 5% the number of students majoring in the sciences.

COPPIN STATE COLLEGE (Cont.)

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Of 1978 freshmen class of 429, 21.4% or 92 graduated in 1982 or were still enrolled.	The college has a retention coordinator located in the Office of the Vice President for Academic Affairs who works with faculty and support services to reduce the attrition rate.
Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.		
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	The total percentage of full-time non-black faculty was 36%. Six percent of administrators and professional workers are white	Institution advertises faculty and staff vacancies in local print media and national professional publications.

FROSTBURG STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	Frostburg has been consistently above the 1985 goal for black entering freshmen since 1979. In the fall, 1983, the percent was 13.1%. Special recruitment activities aimed at black students is the responsibility of Minority Admissions Counselors.	Frostburg will continue to work with minority groups in Baltimore-Washington area. A special target is a group of private schools in Baltimore metropolitan area. Special efforts to publicize the college with minority organizations will be continued.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39.	In 1983, Frostburg admitted only one new black graduate student out of 57 students (1.8%).	College will inform black students of availability of ORG funds and acquaint them with graduate programs. College will advertise graduate programs in newspapers of predominantly black colleges and universities.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Frostburg emphasizes the dual-degree Engineer Program. One black student is presently enrolled.	Frostburg will investigate the dual programs other BTSUC institutions have instituted with UMAB as possible models.

FROSTBURG STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Off 77 black freshmen entering the college in 1982-83, 58 or 75.3% were enrolled at the end of the academic year.	Black retention efforts are concentrated in the Office of Minority Affairs.
Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	No students were admitted as exceptions.	Program for Academic Support and Services (PASS) provides a tutoring service aimed at freshmen who are enrolled in remedial classes or enter the college with a SAT-V of 350 or less.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Frostburg has 6 black administrators; 3 black faculty and one black librarian. The Affirmative Action Coordinator is involved in the total recruitment efforts of each division or department. A minority vita bank has been established.	The college will increase its efforts to nominate blacks to fill positions and will increase recruitment activities for a larger percentage of blacks in graduate programs.

SALISBURY STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	Salisbury has regressed from its attainment of the 1985 freshmen goal. Salisbury uses black students and faculty in recruitment activities.	Salisbury plans: to develop a recruiting brochure; to use black fraternities and sororities in recruitment; to conduct a workshop for minority high school counselors.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	In the fall, 1983, blacks constituted 7.7% of first-time graduate students, down from 14% of 1980-81.	With the approval of new graduate nursing programs, brochures were sent to all undergraduate nursing programs in Maryland and lower Delaware, including predominantly black colleges. The college plans some in-depth research on the subject of graduate recruitment.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	The Assistant Dean of Students and Director of Minority Affairs maintain close monitoring of career selection of minority students. In 1983, 5.5% black baccalaureate recipients received degrees in Biology and Chemistry.	Salisbury will organize a career day focused on the minority population. There will also be attempts to link firms which recruit on campus with various black student organizations.

SALISBURY STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	Based on the return to the second year of freshmen admitted in the fall of 1982, 64% of black students returned; 68% of white students returned. Salisbury maintains a freshman testing and developmental studies program; reading, writing and math centers; counseling services; academic deficiency mid-semester reports; and the work-experience program.	The Director of Minority Affairs will continue to monitor activities of students who are academically deficient. A "Buddy System" will be conducted under auspices of Black Student Union and Director of Minority Affairs.
The proporrtion of Black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Black faculty at Salisbury constituted 2.2% of tenure track faculty. In the executive category, blacks consisted 3.7%; among professional staff, 10.3%. Faculty vacancies are listed in professional journals and The Chronicle for Higher Education.	College will continue its present recruitment activities; will implement its Affirmative Action Plan.

RECOMMENDATION:

Salisbury State College must reverse its decline from its 1985 freshmen goal.

TOWSON STATE UNIVERSITY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	The 1983 percentage of black new freshmen at Towson declined to 12.3%, down from 13.3% in 1982. The University attributes this, partly, to raising the SAT-V minimum.	The University plans to develop a comprehensive marketing plan for attracting black students.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	Of the new graduate students admitted in fall, 1983, blacks constituted 13.6%.	The University will continue its present recruitment activities for black graduate students.
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	The University claims that the retention rate for black students is comparable to that of majority students.	Continuation of present activities.
Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	The only exception to the standard admission criteria is the mature adult policy, which waives the submission of SAT scores for those who have been out of school for at least five years.	Continuation of present activities.

TOWSON STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Blacks constitute 3.3% of Towson faculty.	The Affirmative Action Office will continue to assist in the recruitment of black applicants for faculty positions.

74

RECOMMENDATION:

Towson State University must reverse the decline from the 1985 goal for black representation in the entering freshmen class.

UNIVERSITY OF BALTIMORE

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36.	University of Baltimore has been above the 1985 goal for undergraduate students.	The University will continue its present recruiting activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	The University has experienced a significant decline in black first-time graduate students. The University attributes some of this to higher admissions standards in the Graduate School of Business.	The University will continue to recruit from its under-graduate population as well as other four-year institutions in the area.
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39.	The University of Baltimore Law School is below its 1985 goal for black enrollment in the entering class. The University of Baltimore Law sponsors a Summer Institute admission program which has been helpful to black students.	University plans: 1. An Annual Student's Law Forum which involves Black Student Union. 2. Continuation of Summer Institute. 3. Requested increase in Minority Law Grant Funds. 4. Increased activity by Admissions Staff in black schools.

UNIVERSITY OF BALTIMORE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Various learning assistance services are provided on an optional and non-credit basis by Academic Resource Center.	Academic Resource Center will continue. The Retention Committee will continue to identify causes for student attrition and propose programs for improvement.
The proportion of Black faculty and administrators at each institution and on the staffs of each governing board, or any other public higher education entity, in positions not requiring the doctoral degree, shall be at least equal to the proportion of Black students graduating with master's degrees in the appropriate discipline from public institutions within the State or the proportion of Black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.	Black faculty constitute 1.4% University of Baltimore faculty.	The University will continue to advertise positions in the black press as well as other sources.

RECOMMENDATION:

The University of Baltimore Law School must significantly increase its black representation in the entering classes in order to reach the 1985 goal.

MORGAN STATE UNIVERSITY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	Morgan's other-race proportion is 5.2%. The University seems unlikely to meet the 1985 target.	Morgan hopes that improvement of its programs in CS/Info. System, Eng. Physics & Engineering will make these fields more attractive to non-blacks. More aggressive recruitment. Contacts in High Schools. More Scholarship Support.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	Morgan's OR proportion stood at 37%.	More aggressive recruitment; e.g. Open House.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Morgan offers undergraduate degree programs in Chemistry, Physics, Biology, Computer Science, Information Science, Engineering Physics, and Electrical Engineering. Graduate majors are available in Transportation and Built Environment, all areas in which minorities are underrepresented. Blacks constituted 53% of the enrollment in the Built Environments programs.	Program enhancement together with aggressive recruitment and enlightened student advisement.

MORGAN STATE UNIVERSITY (Cont.)

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	With respect to class of 1979, 38.5% of blacks had graduated as of 1983 or were still enrolled; non-blacks constituted 36.3% from this class.	A Retention Committee has been formed to improve student retention. MSU/UMAB Advisory Committee formed to improve status of students pursuing health careers.
Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	Baseline data first became available in fall, 1983. The Office of University Planning & Operations Analysis will monitor activity of students admitted as exemptions.	
The proportion of Black faculty and administrators at each institution and on the staffs of each governing board, or any other public higher education entity, in positions not requiring the doctoral degree, shall be at least equal to the proportion of Black students graduating with master's degrees in the appropriate discipline from public institutions within the State or the proportion of Black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.	Blacks constitute 69.2% of Morgan Board of Regents. 28.2% MSU tenured faculty is white. 71.8% MSU tenured faculty is black.	

MORGAN STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect.	Latest AA Plan completed November, 1983.	

RECOMMENDATIONS:

1. Morgan State University must increase its recruitment efforts in order to achieve its other race goal of 12% non-black in its first-time, full-time freshmen class of 1985.

2. Morgan State University must also increase its recruitment efforts on the graduate level if it is to attain its other race goal of 50% by 1985.

3. The University must monitor the academic program and retention of freshmen admitted as exceptions.

ST. MARY'S COLLEGE OF MARYLAND
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35.	SMC's 1983 percentage was 5.7%; up slightly from 1982 mark of 5.0%. SMC needs to reverse this trend. Given level from 1979; the College seems unlikely to attain 1985 goal.	Add a staff member as Director of Minority Recruitment and Services. Increase recruitment in black high schools. Employ students as minority recruiters. Interface with counselors in predominantly black schools.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	SMC's self-imposed goal is to enroll and graduate at least 25% of the College's black students as majors in Division of Natural Science and Mathematics.	More computer science courses 50% of FT black students were in Division of Natural Science and Math.
By 1985 each institution shall either attain equal retention rates for Black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Black students have consistently higher retention rates than whites.	Continued advising, counseling and monitoring student progress.

ST. MARY'S COLLEGE OF MARYLAND (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The proportion of Black non-academic personnel (by job category) at each institution and on the staff of each governing board or any other public higher education entity, shall at least equal the proportion of Black persons with the credentials required for such positions in the relevant labor market area.	13.9% of SMC work force is black. Underutilization of blacks in Executive and Professional (1) Protective Source (1) Administrative Support (5)	Increased activity in the area of recruiting black faculty.

RECOMMENDATIONS:

1. St. Mary's College must increase efforts to recruit black first-time, full-time freshmen.
2. St. Mary's College must increase the black representation in its faculty ranks.

APPENDIX

Equal Educational Opportunity
Annual Institutional Report

Part I

The areas covered by this part correspond to the broad areas included in the Plan to Assure Equal Postsecondary Educational Opportunity. These broad areas are listed on page twenty-five of the Plan. Please provide brief answers for each section under each area, using the following format. Use additional sheets if necessary.

A. Current Status. Provide a quantitative assessment of where the campus is in relation to the goal or recommendation based on fall 1982 data. These descriptive data should include campus-wide totals and such breakdowns as are needed to provide a basis for deciding on courses of action and monitoring future progress.

B. Current Activity. Describe each activity, if any, which is currently underway to help achieve the goal or recommendation.

C. Proposed Activity. Describe each new effort, if any are necessary, to meet the goal or recommendation. These new efforts should be classified in terms of whether they are: 1) an expansion or enhancement of a current activity or 2) a new activity. When efforts beyond those now underway are unnecessary, the basis for this conclusion should be discussed.

D. Anticipated Status. Briefly describe the progress toward the 1985 goal which is expected to be made by next fall. Since the implementation effort is just getting underway, new activities understandably need not be expected to have a substantial impact this soon.

E. Responsibility for Implementation of Current and Proposed Activities. List the title of the person(s) who is/will be responsible for implementing each current and proposed activity. Describe any coordinative mechanism created to aid in implementation activities.

F. Costs of Current and Proposed Activities. Prepare cost estimates for each proposed activity which is undertaken to implement a goal or recommendation. In general, an assumption should be made that the costs of proposed actions will have to be met through internal campus reallocations of funds. Therefore, cost estimates should be as conservative as possible. The commitment to meet equal educational goals and recommendations cannot be based on an assumption that the campus will be successful in obtaining additional resources.

1. Undergraduate Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

2. Graduates/First Professional Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activites:

F. Costs of Current and Proposed Activities:

3. Enrollments in Fields Where Blacks Are Under-represented

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsiblity for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

4. Undergraduate Retention

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

5. Administrators/Faculty/Professional Employees

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities: